

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

School Results

School: Paris Elementary School

District: RSU 17/MSAD 17

Code: 1211-1936



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Grade Level Summary Report

School: Paris Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1936

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

CUMULATIVE																										
	School												District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
READING				69	11	16	31	45	19	28	8	12	644	240	20	50	22	8	647	13,494	17	55	20	8	647	
MATH				69	11	16	33	48	11	16	14	20	642	240	16	47	20	18	643	13,500	22	43	17	18	644	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Reading Results

School: Paris Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1936

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

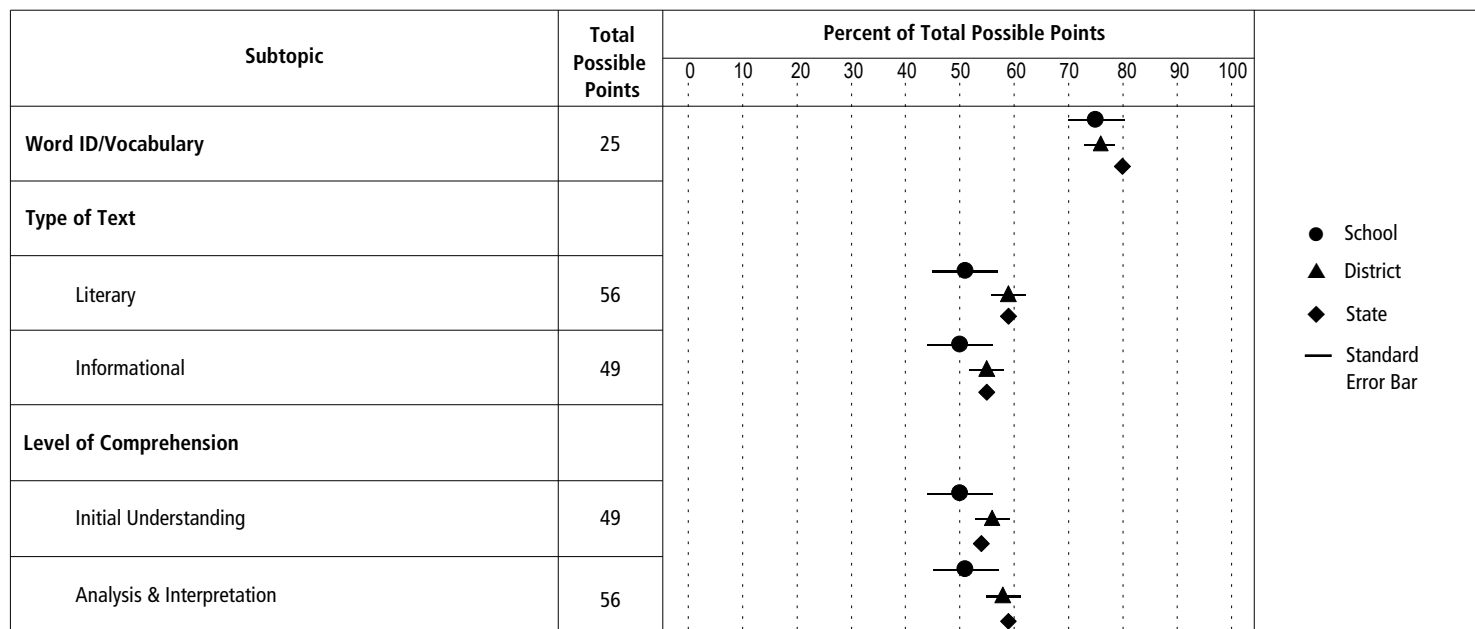
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				49	3	6	38	78	6	12	2	4	647
2010-11				42	3	7	26	62	10	24	3	7	643
2011-12				69	11	16	31	45	19	28	8	12	644
Cumulative Total				160	17	11	95	59	35	22	13	8	645
District													
2009-10				263	25	10	162	62	49	19	27	10	645
2010-11				228	21	9	147	64	43	19	17	7	645
2011-12				240	49	20	120	50	53	22	18	8	647
Cumulative Total				731	95	13	429	59	145	20	62	8	646
State													
2009-10				13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total				41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Disaggregated Reading Results

School: Paris Elementary School
District: RSU 17/MSAD 17
State: Maine
Code: 1211-1936

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				69	11	16	31	45	19	28	8	12	644	240	20	50	22	8	647	13,494	17	55	20	8	647
Gender																									
Male				43	4	9	19	44	14	33	6	14	642	135	11	55	25	9	644	6,871	11	55	24	10	644
Female				26	7	27	12	46	5	19	2	8	648	105	32	44	18	6	650	6,623	24	54	17	5	649
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										2						189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										3						102	18	44	27	11	644
Asian				1										2						204	25	49	17	9	649
Black or African American				0										4						391	7	40	25	27	638
Native Hawaiian or Pacific Islander				0										0						19	21	63	16	0	649
White				61	8	13	27	44	19	31	7	11	643	222	20	50	23	8	647	12,436	18	55	20	7	647
Two or more races				5										7						153	14	56	22	9	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						388	4	34	32	30	635
Former LEP student - monitoring year 1				0										0						38	26	74	0	0	655
Former LEP student - monitoring year 2				0										0						13	15	85	0	0	650
All Other Students				69	11	16	31	45	19	28	8	12	644	240	20	50	22	8	647	13,055	18	55	20	7	647
IEP																									
Students with an IEP				15	0	0	4	27	5	33	6	40	632	46	2	22	48	28	633	2,222	1	26	42	30	634
All Other Students				54	11	20	27	50	14	26	2	4	648	194	25	57	16	3	650	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students				46	5	11	18	39	16	35	7	15	641	158	15	45	30	10	644	6,146	9	51	27	12	643
All Other Students				23	6	26	13	57	3	13	1	4	650	82	30	60	7	2	653	7,348	24	58	14	4	650
Migrant																									
Migrant Students				1										1						3					
All Other Students				68	10	15	31	46	19	28	8	12	644	239	20	50	22	8	647	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services				0										71	15	56	20	8	646	2,374	6	48	35	12	641
All Other Students				69	11	16	31	45	19	28	8	12	644	169	22	47	23	7	647	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan				1										1						335	12	62	21	4	646
All Other Students				68	11	16	30	44	19	28	8	12	644	239	21	50	22	8	647	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Mathematics Results

School: Paris Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1936

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

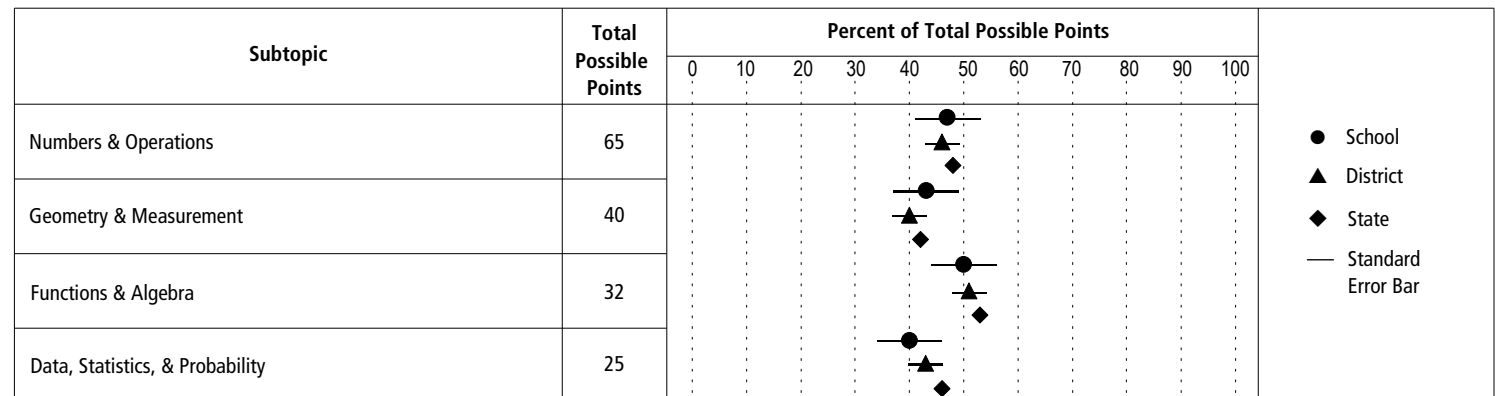
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				49	11	22	23	47	11	22	4	8	646
2010-11				42	5	12	19	45	7	17	11	26	641
2011-12				69	11	16	33	48	11	16	14	20	642
Cumulative Total				160	27	17	75	47	29	18	29	18	643
District													
2009-10				264	54	20	114	43	53	20	43	16	644
2010-11				228	47	21	105	46	43	19	33	14	644
2011-12				240	39	16	112	47	47	20	42	18	643
Cumulative Total				732	140	19	331	45	143	20	118	16	644
State													
2009-10				13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total				41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Disaggregated Mathematics Results

School: Paris Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1936

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				69	11	16	33	48	11	16	14	20	642	240	16	47	20	18	643	13,500	22	43	17	18	644
Gender																									
Male				43	8	19	20	47	6	14	9	21	643	135	18	47	16	19	643	6,875	22	42	17	19	644
Female				26	3	12	13	50	5	19	5	19	642	105	14	46	25	15	643	6,625	21	44	18	18	644
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										2						188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										3						102	12	40	23	25	640
Asian				1										2						206	30	44	12	15	647
Black or African American				0										4						399	5	29	20	46	634
Native Hawaiian or Pacific Islander				0										0						19	26	58	11	5	649
White				61	10	16	27	44	11	18	13	21	642	222	17	45	20	18	643	12,433	22	43	17	17	644
Two or more races				5										7						153	17	46	17	20	643
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						400	3	27	21	50	632
Former LEP student - monitoring year 1				0										0						38	37	58	5	0	653
Former LEP student - monitoring year 2				0										0						13	31	46	23	0	648
All Other Students				69	11	16	33	48	11	16	14	20	642	240	16	47	20	18	643	13,049	22	43	17	17	644
IEP																									
Students with an IEP				15	0	0	6	40	3	20	6	40	634	46	7	24	26	43	634	2,217	4	21	21	54	632
All Other Students				54	11	20	27	50	8	15	8	15	645	194	19	52	18	11	645	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students				46	4	9	23	50	7	15	12	26	639	158	9	43	26	22	640	6,152	11	39	22	27	640
All Other Students				23	7	30	10	43	4	17	2	9	648	82	29	54	7	10	648	7,348	30	46	13	11	647
Migrant																									
Migrant Students				1										1						3					
All Other Students				68	11	16	32	47	11	16	14	21	642	239	16	46	20	18	643	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services				0										71	15	41	23	21	642	2,376	5	34	28	33	637
All Other Students				69	11	16	33	48	11	16	14	20	642	169	17	49	18	16	643	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan				1										1						335	19	47	20	13	644
All Other Students				68	10	15	33	49	11	16	14	21	642	239	16	47	20	18	643	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.